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ABSTRACT

The College Reach Out Program is an educational program funded by the Florida Legislature designed to motivate and promote students in grades K-12 to complete high school and enroll in some type of postsecondary educational institution. The program is an attempt to help racial/ethnic minorities, low income students, and educationally disadvantaged students to complete their education and be prepared for the demands of the workplace. The program consisted of a series of orientations which included student and parent workshops, study skills information, academic tutoring and role model sessions. A time series design was utilized to collect evaluation data from the students and staff. The major instruments used were the: (1) School Attitude Measure (SAM); (2) Self Directed Search; and (30 Culture Free Self-Esteem Inventory (CFSEI). The responses to the items on SAM and CFSEI indicated that most of the 11- to 13-year-old students (N=41) showed acceptance of the value of education and the need to do well in school. In general, they felt that they did have the support and encouragement of their teachers, parents, College Reach Out Program Staff, and that they can achieve. Two appendices are included with the verbatim responses of students and staff to their questionnaires. (SR)

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Northeast Florida College Reach Out Program 1995 Evaluation Report

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Abstract

The College Reach Out Program is an educational program funded by the Florida Legislature designed to motivate and promote students in grades K-12 to complete high school and enroll in some type of post secondary educational institution. The program is an attempt to help racial / ethnic minorities, low income students, and educationally disadvantaged students to complete their education and be prepared for the demands of the workplace. The Northeast Florida College Reach Out Program is a collaborative venture of the University of North Florida, Lake City Community College and St. Johns Community College and focuses on rising seventh and eighth graders.

The Northeast Florida College Reach Out Program collaborated with local school administrators and counselors to identify and recruit students. The program consisted of a series of orientations in the spring which included student and parent workshops, study skills information, academic tutoring, and role model sessions. Students had the opportunity to participate in Saturday tutoring sessions during the school year. Intensive academic summer workshops were conducted on both of the community college campuses followed by a residential experience in the dorms at the University of North Florida.

A time series design was utilized to collect evaluation data from the students and staff. The major instruments used were the School Attitude Measure, the Self Directed Search, and the Culture Free Self-Esteem Inventory. Students also completed pre and post testing in Reading, Mathematics, and Language at the two Community College sites. Participants in the UNF segment completed a program evaluation questionnaire.

The responses to the items on SAM, CFSEI, and UNF CROP Summer Program evaluation indicated that most of the 11 to 13 year old students showed acceptance of the value of education and the need to do well in school. In general they felt that they did have the support and encouragement of their teachers, parents, and CROP staff and that they can achieve. The cognitive attitudes are in agreement with the goals of the CROP program. They know the overall goals well but items related to more immediate attitudes and goals were not as strong (i.e. taking tests, doing homework, being challenged by hard school work, being called upon by their teachers, etc). Their values focused on family and peers and not always on their education as strongly. The tentative career plans of the students include some form of post secondary education.

Introduction

The College Reach Out Program is an educational program funded by the Florida Legislature designed to motivate and promote students in grades K-12 to complete high school and enroll in some type of post secondary educational institution. The stated objectives of the legislature are:

1. To identify students lacking motivation to pursue college
2. To identify students lacking basic learning skills
3. To counsel students and parents about the benefits of post secondary education
4. To provide supplemental education
5. To provide instruction on the relationship between effective learning skills and social and economic mobility.

The program is an attempt to help racial/ethnic minorities, low-income students, and educationally disadvantaged students to complete their education and be prepared for the demands of the workplace.

The Northeast Florida College Reach Out Program is a collaborative venture of the University of North Florida, Lake City Community College, and St. Johns River Community College to identify and recruit 200 rising seventh and eighth graders that meet the criteria stated above. The project is designed to provide an educational enhancement program to increase the likelihood of these students completing high school and enrolling in post secondary education. The Consortium has targeted educationally disadvantaged students in rural communities underserved by the State's post secondary system. Lake City Community College has as its service area Baker, Union, and Columbia counties. St. Johns River Community College has Putnam and St. Johns as its service areas.

General Program Description

The Northeast Florida College Reach Out Program collaborated with local school administrators and counselors to identify and recruit students. The program consisted of a series of orientations in the spring which included student and parent workshops, study skills information, academic tutoring, and role model sessions. Students had the opportunity to participate in Saturday tutoring sessions during the school year. Intensive academic summer workshops were conducted on both of the community college campuses followed by a residential experience in the dorms at the University of North Florida.

Objectives

The goals set for the program were

1. To motivate students to pursue a post secondary education
2. To assist students in developing their basic learning skills
3. To strengthen students' and parents' understanding of the benefits of a post secondary education, and
4. To foster academic, personal, and career development through supplemental instruction

Objectives of the Program

More specifically, the following were some of the major objectives of the program of the Northeast Florida Consortium:

1. To provide activities that will strengthen youths' and parents' focus on post secondary education
2. To encourage students to become involved, productive, and successful students now, so that their experience as post secondary students will be positive and successful
3. To prepare and encourage students to enroll in college prep classes
4. To provide educational enhancement programs in reading, vocabulary, mathematics, and computers
5. To foster academic, personal, and career development
6. To allow students to have fun while experiencing new places, things, and ideas.

Evaluation of the 1994-1995 Crop Program

The participants and staff from Saint Johns Community College and Lake City Community College as well as the University of North Florida were asked to evaluate the program. Two questionnaires were administered to the group during the activities scheduled for CROP the week of June 19th, one to the CROP students and the other to the counselors and CROP staff.

Attitude of Students

Seven Likert type of attitude items measured the general attitude of the students toward their involvement and participation in CROP. Forty-one students completed the questionnaire, 12 males and 29 females. Nineteen were from Lake City and 20 from St. Johns River. Slightly over one-half of the students attending the UNF segment were in their second year in CROP. The attitude items are presented in Table 1. The highest agreement was on the item "An education is important to me in order to achieve my goals." Ninety-five percent of the group agreed; 81%

strongly agreed and 14% agreed. Only two students checked "unsure." One hundred percent of the students checked that they were glad that they had the chance to be in CROP (78% Strongly Agree, 22% Agree.) There were only 4 students who marked a negative response to any of the items. It is interesting to note that 2 student strongly disagreed to the item "I would recommend CROP to other students I know." (88% agreed or strongly agreed). The item with the lowest percentage of "strongly agree" was " I liked the other boys and girls in the program." (51% SA; 44% A).

Table 1 Attitude of 1995 Participants toward Reach Out

Item	SA	A	U	D	SD
I am glad that I had the chance to be in the College Reach Out Program	32 78.0	9 22.0	0 0.0	0 0.0	0 0.0
I learned things that will help me be a better student in school next year	24 58.5	14 34.1	2 4.9	1 2.4	0 0.0
I would like to be in the College Reach Out Project again next year	31 75.6	8 19.5	1 2.4	1 2.4	0 0.0
I would recommend Reach Out to other students I know	21 51.2	15 36.6	3 7.3	0 0.0	2 4.9
An education is important to me in order to achieve my goals	33 80.5	6 14.6	2 4.9	0 0.0	0 0.0
My parents feel that Reach Out is an important opportunity for me	26 63.4	13 31.7	2 4.9	0 0.0	0 0.0
I liked the other boys and girls in the program	21 51.2	18 43.9	2 4.9	0 0.0	0 0.0

Locus of Control of Students

There were 10 items measuring the students' locus of control. Locus of Control scales measure the generalized expectancies for internal versus external control of reinforcement among individuals. Their responses are presented in Table 2. The highest degree of agreement was found on the item "If I study hard enough, I can pass any subject." Seventy-six percent of the

group marked strongly agree. Fifteen percent marked agree. Three students were unsure and only one disagreed. Ninety-five percent of those responding agreed (63% SA; 33% A) that "making good grades means a great deal to me." Only 2 of the students checked unsure. A similar pattern was also found on the item "I feel that doing my homework has much to do with the grades that I make." Ninety-three percent agreed while 5% were unsure and 2% disagreed. Also, 95% agreed with the statement that "I feel good things happen because of hard work". Only two of the CROP students disagreed.

There was more variability on how students answered the items such as "I believe that most problems will solve themselves if you don't fool with them," "Some people are just born lucky," "I believe that wishing can make good things happen," and "I feel that if things start out well in the morning it is going to be a good day no matter what I do." The item that "I feel it is almost useless to try in school because other students are just plain smarter than me" was disagreed to by 76% of the students but agreed to by 17%. Three students or 7% checked unsure.

Table 2 Locus of Control of 1995 Reach Out Students

Item	SA	A	U	D	SD
I believe that most problems will solve themselves if you don't fool with them	6 14.6	19 46.3	10 24.4	3 7.3	3 7.3
Some people are just born lucky	7 17.1	5 12.2	15 36.6	9 22.0	5 12.2
Making good grades means a great deal to me	25 62.5	13 32.5	2 5.0	0 0.0	0 0.0
If I study hard enough, I can pass any subject	31 75.6	6 14.6	3 7.3	1 2.4	0 0.0
I feel good things happen because of hard work	23 56.1	16 39.0	0 0.0	1 2.4	1 2.4
I think it is better to be smart than to be lucky	25 61.0	15 36.6	0 0.0	1 2.4	0 0.0
I believe that wishing can make good things happen	9 22.0	9 22.0	15 36.6	7 17.1	1 2.4
I feel that doing my homework has much to do with the grades I make	21 51.2	17 41.5	2 4.9	1 2.4	0 0.0

I feel it is almost useless to try in school because other students are just plain smarter than me	1 2.4	6 14.6	3 7.3	11 26.8	20 48.8
I feel that if things start out well in the morning it is going to be a good day no matter what I do	7 17.5	11 27.5	12 30.0	9 22.5	1 2.5

Attitude of the Staff

The CROP staff of counselors, staff , and instructors were asked to complete a 20 item Likert type of survey and answer 6 open ended questions concerning their perceptions of the project. Ten staff members completed the survey. Six of the respondents were participating in the CROP program for the first time; two had been with the program for five years. Five were students in college; two had completed graduate degrees.

The highest degree of consensus was on the item "It is too late to help the CROP students. It would be better to focus on preschool and primary students." One hundred percent of the respondents strongly disagreed with this statement. Eighty percent of the staff strongly agreed that there were excited about being a part of CROP and that they hoped to be apart of CROP next year. Seventy percent strongly agreed that CROP will lead to higher achievement of the participants in school next year and that the CROP staff was very competent.

The most variability was on the item "The program and activities for CROP have been well planned. Thirty percent disagreed, thirty percent were unsure, and forty percent agreed. There was also variability of the item "I have a clear idea of the goals of CROP. Thirty percent were either unsure or disagreed.

Staff Evaluation of Program

The staff were also asked to answer 6 questions about their perceptions of CROP. The first was "What aspects of CROP appear to be successful?" Their verbatim comments are included in Appendix B. The major theme was that most of the activities and field trips appeared to be successful. A second theme was some of the specific experiences the students had at UNF. One staff member stated that "giving the students the opportunity to see the college life and maybe changed their minds about any negativity they had about school and college." Attitude was another theme identified. The staff felt the students were motivated and participated well and showed a positive attitude toward education.

The second questions was "What aspects of the CROP program should be revised for next year?" The major theme identified was that the students needed more free time, recreation, and time to rest and relax. There were general comments on the need for better organization and alternate plans if an activity was not working out. There were specific suggestions such as on field trips the students need time to browse on their own. The staff was also asked to consider parental

chaperoning/with family at UNF next year.

The third question was "What aspects should be eliminated?" The main suggestion was to reduce the number of inspirational speakers. It was also suggested that a better time for these speakers would be in the morning. There were some specific suggestions such as don't buy so many newspapers and reduce the time in the math class. It was also suggested that the staff needed to reduce the number of activities. The students were worn out by the end of the day.

The fourth question was "What aspects should be added?" The main suggestion was to increase the number of fun and recreational activities. In terms of classes some suggested that the students be given a choice. Other suggested adding a science class and reducing the time students spent in math class.

The fifth question was "Do you have any positive experiences to share that happened during the project?" The main theme was that the staff found the work with the students to be very positive and rewarding. One counselor stated: "I must truly say that I have met many wonderful people during my stay. I really enjoyed the opportunity to work with such wonderful individuals."

The sixth question was "Did you have any unexpected results to share that have occurred during the project?" There were only five who responded to this item, some were positive such as "I thought that kids this age were brats. They were very kind and loving." Some were negative such as "Yes, things coming up missing."

Table 3
Staff survey of Summer 1995 Reach Out Program

Item	SA	A	U	D	SD
I am excited about being a part of CROP.	8	1	1	0	0
	80	10	10	0	0
CROP will lead to higher achievement of the participants in school next year	7	3	0	0	0
	70	30	0	0	0
I feel that CROP students are motivated to learn	5	5	0	0	0
	50	50	0	0	0
CROP students do not value education	0	0	0	6	4
	0	0	0	60	40
CROP is doomed to failure because the students are too old to change	0	0	0	1	9
	0	0	0	10	90

I have a clear idea of the goals of CROP	3	4	1	1	1
	30	40	10	10	10
The program and activities for CROP have been well planned and executed	4	0	3	2	1
	40	0	30	20	1
Everyone in the project is dedicated to helping the participating students	5	3	1	1	1
	50	30	10	10	10
The counselors and staff are positive role models	5	3	2	0	0
	50	30	20	0	0
The CROP staff makes an extra effort to help the participants	6	4	0	0	0
	60	40	0	0	0
The morale of the CROP team of counselors, instructors and administrators is high	6	3	0	1	0
	60	30	0	10	0
The CROP staff is very competent	7	2	0	1	0
	70	20	0	10	0
The CROP staff share ideas that work with each other	4	4	1	1	0
	40	40	10	10	0
Students respect and care about one another	1	7	2	0	0
	10	70	20	0	0
The CROP staff understands and meets the needs of the students	2	6	1	1	0
	20	60	10	10	0
I hope to be a part of CROP next year	8	1	1	0	0
	80	10	10	0	0
CROP will not make a difference in the number of participants completing high school and going on to some type of post secondary education	0	0	0	2	8
	0	0	0	20	80
Parents involve themselves in the life and activities of the project	0	2	7	1	0
	0	20	70	10	0
The CROP students do NOT really believe they will be successful	0	0	0	4	6
	0	0	0	40	60

It is too late to help the CROP students. It would be better to focus on preschool and primary students	0 0	0 0	0 0	0 0	10 100

SCHOOL ATTITUDE MEASURE

Sixty-three students from both sites took the School Attitude Measure (SAM)(Wick, 1990) during the spring. The test has five scales:

1. Motivation for Schooling (assesses the effect of the students' reactions to past school experience upon their motivation in school).
2. Academic Self-Concept-Performance Based (assesses the students' confidence in their academic abilities and feelings about their school performance).
3. Academic Self-Concept-Referenced Based (assesses how students feel about their performance in school and ability to succeed academically).
4. Student's Sense of Control over Performance (Assesses students' feelings about being able to exercise control over situations that affect them in school and to take responsibility for the outcome of relevant school events).
5. Student's Instructional Mastery (presents statements which ask students to try to report the level of their actual school skills) (p. 1).

The students took Form I/J which is used in Grades 7-8 and contains 85 items, seventeen for each scale. The reliability of the scales using Cronbach's alpha ranges from .80 on Control to .88 on Self-Concept-Reference Based. The reliability of the Total scale was .95. The correlations of the scales on SAM with Developing Cognitive Abilities Test range from .05 between the Total Achievement score and Motivation to a high of .34 between Total Achievement and Control. The results of the survey from 1994 and 1995 of Reach Out students are presented in Table 4. The test items were condensed and edited in the following table.

Table 4.
School Attitude Measure of 1994 and 1995 CROP Students By Year

AA=Always Agree UA=Usually Agree SA=Sometimes Agree NA=Never Agree

		% NA	% SA	% UA	% AA
1. School best place to learn	94	4	9	20	68
	95	4	6	25	65
2. Do what they want to do not what I	94	40	44	12	4
	95	0	49	43	8
3. Students & teachers like my ideas	94	14	40	33	12
	95	0	55	31	14

4. In school my ideas are respected	94	4	46	25	25
	95	14	44	29	13
5. Enough time to finish my work	94	4	38	29	30
	95	2	29	41	29
6. Keep doing homework future easy	94	7	14	25	54
	95	4	10	35	50
7. Proud tell parents about school	94	14	22	26	37
	95	4	17	35	44
8. Work to please parents not self	94	30	32	14	25
	95	42	38	13	8
9. Tests tell me what I've learned	94	23	30	21	26
	95	29	25	27	20
10. School will help better life	94	5	4	11	81
	95	6	6	20	67
11. Parents think I have ability	94	5	11	23	61
	95	4	12	18	65
12. Things I try to do turn out wrong	94	23	58	11	9
	95	20	53	14	12
13. Look forward to school	94	23	35	16	26
	95	10	49	20	20
14. Proud of work do at school	94	5	35	25	35
	95	2	27	35	37
15. Could be successful in college	94	7	24	18	51
	95	4	29	25	43
16. Understand what teachers want	94	9	21	50	20
	95	2	20	45	33
17. Really look forward new school year	94	11	16	30	43
	95	10	35	12	43

18. Happy with my schoolwork now	94	9	33	12	46
	95	4	27	39	31
19. Teachers think I can be one of best	94	28	19	25	28
	95	4	31	43	22
20. Don't like teacher don't do	94	39	21	21	39
	95	49	35	12	4
21. Teachers make subjects interesting	94	12	25	32	32
	95	6	33	33	29
22. Want much education as can	94	7	5	9	79
	95	4	10	17	69
23. School is place where I stand out	94	18	24	36	22
	95	11	40	28	21
24. Teachers think I am good student	94	13	23	27	38
	95	2	33	33	31
25. No way I will get good grades	94	47	23	21	9
	95	57	17	15	11
26. Try to volunteer for many things	94	14	32	23	32
	95	11	39	26	24
27. Consider myself success in school	94	9	21	23	47
	95	4	22	26	49
28. Older students look to me for ideas	94	13	11	43	34
	95	4	28	48	20
29. Nothing I can do school better	94	40	19	23	18
	95	33	31	27	9
30. Homework is really important	94	10	30	25	35
	95	4	35	22	39
31. Going to school is not boring	94	7	44	24	25
	95	9	26	41	24

32. Most of things easy for me	94	7	35	30	28
	95	4	29	44	22
33. Friends think my ideas are best	94	30	30	21	18
	95	7	60	29	4
34. Not sure how to please teachers	94	14	23	46	18
	95	11	24	46	20
35. May be one of the best in class	94	25	26	26	23
	95	13	26	39	22
36. Tests are something I can't do	94	35	39	16	11
	95	13	26	35	26
37. Like studying for hard tests	94	42	32	12	14
	95	44	24	22	11
38. Am happiest when I am in school	94	26	39	18	18
	95	17	52	15	15
39. Satisfied with the grades I get	94	16	28	26	30
	95	7	26	33	35
40. Don't have control over grades	94	26	28	19	26
	95	28	44	24	4
41. Others want to borrow my notes	94	16	39	26	19
	95	15	44	20	22
42. Glad to have more years of school	94	27	39	25	9
	95	23	39	22	15
43. One of the fast learners in school	94	14	32	25	30
	95	7	41	39	13
44. Parents make me come to school	94	35	25	14	25
	95	40	16	16	29
45. Harder school more interesting	94	16	34	27	23
	95	20	44	9	28

46. Like Mondays back to school	94	35	30	21	14
	95	20	41	22	17
47. Sure I can be one of the best	94	9	19	28	44
	95	6	17	35	41
48. Don't have trouble pleasing others	94	14	35	30	21
	95	7	51	22	20
49. When teacher absent don't do work	94	51	26	18	5
	95	59	17	19	15
50. Try to keep improving my skills	94	5	19	21	54
	95	7	13	20	61
51. Don't like stay home from school	94	18	27	27	27
	95	18	29	27	27
52. Really feel smart when in school	94	7	37	25	32
	95	4	31	38	27
53. Teachers count on me for answers	94	22	40	20	18
	95	18	42	24	16
54. Things go bad because of bad luck	94	33	31	23	12
	95	44	29	20	7
55. Can remember & use what I learned	94	12	25	28	35
	95	9	20	38	33
56. School only way to successful life	94	11	16	14	60
	95	4	16	17	62
57. Compared to peers am doing fine	94	12	25	33	30
	95	4	22	27	47
58. Friends don't come to school I don't	94	61	23	7	8
	95	64	16	18	2
59. Go over my work carefully before	94	12	35	33	19
	95	9	49	20	22

60. Nothing more important as school	94	7	33	23	37
	95	11	40	11	38
61. Teachers make me feel good	94	9	21	26	44
	95	11	29	31	29
62. Life at school out of control	94	49	26	18	7
	95	51	24	18	7
63. Able to finish schoolwork quickly	94	13	34	30	23
	95	7	44	24	24
64. Parents want college for me	94	7	26	14	53
	95	2	13	22	62
65. I will get to the top of my class	94	11	19	26	44
	95	2	18	27	53
66. Best students admire my work	94	32	26	28	14
	95	18	33	40	9
67. School where others control me	94	46	21	18	14
	95	67	18	9	7
68. Skillful learning difficult things	94	11	36	25	29
	95	9	20	47	24
69. Feel like talented person in school	94	9	23	30	39
	95	2	36	29	33
70. Things hear about my work proud	94	12	33	25	30
	95	7	27	20	47
71. Like feedback from teachers	94	7	26	21	46
	95	9	15	35	41
72. Can't imagine not competing H.S.	94	23	21	12	44
	95	17	15	11	57
73. Feel self-confident when in school	94	14	32	25	30
	95	9	28	35	28

74. Ideas and suggestions appreciated	94	7	32	42	19
	95	4	40	36	20
75. Don't know how to be successful	94	27	26	24	24
	95	64	11	9	16
76. Know how to learn subjects taking	94	9	23	32	36
	95	7	12	33	49
77. Parents have high expectations	94	6	31	24	40
	95	2	16	34	48
78. Feel confident of my high school	94	7	23	36	34
	95	11	21	23	46
79. Everyone believes do well after H.S.	94	13	36	25	27
	95	5	9	43	43
80. Feel like just giving up on school	94	51	21	16	12
	95	68	18	11	2
81. Know how to study for tests	94	12	26	25	37
	95	5	21	43	32
82. School chance for me make something	94	14	16	20	50
	95	7	14	14	66
83. Take pride in performance at school	94	2	28	32	39
	95	7	18	27	48
84. Parents & I proud of my achievement	94	7	22	20	51
	95	5	25	18	52
85. Extra studying makes good grades	94	8	15	21	56
	95	2	5	25	68

1994 and 1995 Comparisons

The pattern of responses varies slightly from year to year but the fluctuations are minor in general. The percentage of always agree was high both years to items such as feeling confident of finishing high school, feeling that school presents a chance for them to make something of themselves, knowing how to learn the subjects they are taking. A fewer percentage always agree to the items

related to older students looking to them for ideas, friends thinking their ideas were best, and feeling they are happy with their school work this year. In general the 1995 students tend to be motivated toward school but have a more realistic attitude toward themselves and school. The 1995 group believed they were more in control of their work and grades achieved than the 1994 group.

1995 SAM Results

The items from the Motivation scale received the highest mean scores. The items on the Academic Self Esteem, Reference Self-Esteem, Mastery, and Motivation scales are rated on a four point scale (AA=4, NA=1). Item 85 had the highest mean score (3.59) and the theme was that extra studying would help them to make good grades. There were two items tied for second place (3.52), school would help them make something of themselves, and that they did not feel like just giving up on school. The third highest mean (3.51) was on item 1, school is the best place to learn. The fourth highest mean was on item 10 (3.49), School would help them have a better life. Item 50 (3.48) was next highest and was on their trying to increase and improve their skills. Note that the three highest items were from the Motivation scale, two from the Mastery Scale, and one from the Control scale. It is interesting to note that two of the items having the lowest mean scores were from the Motivation scale, item 42, glad to have more years of school to complete (2.28) and item 46, like Mondays because am back in school. The lowest mean was found on item 37, an item from the Mastery scale, like to study for hard tests.

Another way of getting a profile of the CROP students is to look at the percent of students who always agree with a statement.

67% always agreed that school will help them have a better life
69% always agreed that they wanted to get as much education as they can
65% always agreed that their parents thought that they had the ability to do well
68% always agreed that extra studying helped them make good grades
66% always agreed that school presents them chance to make something of their life
65% always agreed that school was the best place to learn
62% always agreed that their parents wanted college for them
61% always agreed that they wanted to keep improving their skills

Although most of the students were very positive about school and their chances of success, it should be noted that some of the students were negative about their chances and their performance.

14% never agreed to their ideas being respected
14% always agreed that in no way will they get good grades
11% always agreed that they were not sure of how to please teachers
17% never agreed to can't imagine not completing high school
11% never agreed that nothing is more important than school
29% never agreed that tests tell them what they learned
17% always agreed that they were not happiest when in school

Perception of Parent Attitudes

There were 6 items related to the student's perceptions about his/her parents' feelings. Overall, there were positive perceptions of parental involvement and support. Fifty-two percent of the group agreed to the statement that parents and I are proud of my achievement. Only five percent of the group checked never agree. Sixty-two percent always agreed to the statement that their parents definitely wanted college for them. Only two percent checked never agreed. Forty-eight percent checked always agree to the statement that their parents had high expectations for them, and overall 98% indicated some degree of agreement. Only four percent of the group checked that they were not proud to tell parents about their school work (45% AA, 35% UA, 17% SA).

There were two items on the Control Scale which indicated that a number of students still had an external orientation. Twenty-nine percent of the students agreed to the statement that their parents made them come to school and 8% worked hard to please their parents not themselves.

CULTURE FREE SELF-ESTEEM INVENTORY

The Culture-Free Self-Esteem Inventory (CFSEI) (Battle, 1981) was given to 65 of the participants in the spring. The test presents 60 statements to which the student responds "YES" if the statement describes how they usually feel and "NO" if the statement does not describe how they usually feel. There are General, Parent/Family, Social, Academic, and Total Self scales. A Lie scale is also included and measures the defensiveness of the individual. A comparison of the response of the 1994 and 1995 CROP students are presented in table 5. The test items were condensed and edited in the following table.

Table 5.
CFSEI Responses by Item of 1994 and 1995 Students

Item		Yes 1995/1994	No
Spend time daydreaming	95	25%	75%
	94	44%	56%
My peers like to play with me	95	96%	4%
	94	96%	4%
Like to spend most of time alone	95	27%	73%

	94	20%	80%
Satisfied with school work	95	81%	19%
	94	83%	17%
Have lots of fun with mother	95	91%	9%
	94	83%	17%
Parents never get angry with me	95	72%	28%
	94	59%	41%
Wish were younger	95	28%	72%
	94	20%	80%
Have only a few friends	95	8%	92%
	94	20%	80%
Quit when school work is too hard	95	9%	91%
	94	22%	78%
Have lots of fun with father	95	47%	53%
	94	70%	30%
Happy most of the time	95	89%	11%
	94	78%	22%
Never shy	95	71%	29%
	94	59%	41%
Have little trust in myself	95	14%	86%
	94	17%	83%
My peers play games better than I	95	34%	66%
	94	38%	62%
Like being male/female	95	96%	4%
	94	85%	15%
Am doing in school as well as would like	95	50%	50%
	94	50%	50%
Have lots of fun with parents	95	65%	35%
	94	71%	29%

Usually fail when try to do important	95	18%	82%
	94	27%	83%
Never taken anything did not belong to	95	64%	36%
	94	67%	33%
Often feel ashamed of myself	95	27%	73%
	94	44%	56%
My peers usually choose me as leader	95	41%	59%
	94	52%	48%
Usually can take care of myself	95	86%	14%
	94	78%	22%
A failure at school	95	16%	84%
	94	22%	78%
Find it hard to make up mind and stick to it	95	43%	57%
	94	41%	59%
Parents make me feel I am not good	95	9%	91%
	94	37%	63%
Never get angry	95	43%	57%
	94	35%	65%
Often feel I'm not good at all	95	44%	56%
	94	37%	63%
Have many friends my own age	95	84%	16%
	94	80%	20%
My peers are smarter than I am	95	32%	68%
	94	40%	60%
Most peers are better than I am	95	28%	72%
	94	28%	72%
Parents dislike because am not good	95	0	100%
	94	4%	96%
I like everyone I know	95	48%	52%

	94	35%	65%
Peers pick on me often	95	26%	74%
	94	44%	56%
Like to play with younger children	95	54%	46%
	94	54%	46%
Like to be called on by teachers	95	43%	57%
	94	15%	85%
Change many things about myself if could	95	33%	67%
	94	26%	74%
Many times would like to run away	95	33%	67%
	94	29%	71%
Happy as most of my peers	95	81%	19%
	94	78%	22%
Can do things as well as most of my peers	95	81%	19%
	94	74%	26%
Often feel like quitting school	95	19%	81%
	94	17%	83%
Worry a lot	95	54%	46%
	94	53%	47%
Parents understand how feel	95	88%	22%
	94	74%	26%
Never worry about anything	95	31%	69%
	94	29%	71%
Am as nice looking as most of my peers	95	57%	43%
	94	55%	45%
When have something to say say it	95	88%	12%
	94	69%	31%
My peers are mean to me	95	19%	81%
	94	37%	63%

Know self very well	95	88%	12%
	94	80%	20%
Am doing best school work that I can	95	71%	29%
	94	76%	24%
Can keep my promises	95	74%	26%
	94	72%	28%
Parents think that I am failure	95	14%	86%
	94	26%	74%
Always tell truth	95	34%	66%
	94	38%	62%
Need more friends	95	45%	55%
	94	40%	60%
Always know what to say to people	95	49%	51%
	94	42%	58%
Teachers feel I'm not good enough	95	19%	81%
	94	42%	58%
Parents love me	95	90%	10%
	94	80%	20%
Never do anything wrong	95	26%	74%
	94	42%	58%
My peers are stronger than I am	95	45%	55%
	94	42%	58%
Proud of school work	95	71%	29%
	94	85%	15%
Often get upset at home	95	43%	57%
	94	33%	67%
Never unhappy	95	26%	74%
	94	44%	56%

The scores over 1994 to 1995 show some major and minor fluctuations. Slightly over 80% of both groups say they are satisfied with their school work. Ninety-one percent of the 1995 students say they would not usually quit when school work is too hard as compared to 78% in 1994. Sixteen percent of the 1995 students say they are a failure at school as compared to 22% in 1994. Slightly over three-fourths of the students both years say that they are doing the best school work that they can. Fifty percent both years said they were doing in school as well as they liked.

Although most 1995 students appeared to be positive about themselves, some areas are of concern.

18% said they usually failed when they tried to so something important
22% stated that they were a failure in school
57% reported that they did not like to be called upon by their teachers
17% said that they often feel like quitting school

Some appear to have low self-esteem, i.e. feel teachers, peers, and parents have low opinions of them.

34% feel that their peers can play games better than them
59% reported that their peers do not choose them as a leader
68% indicated that most boys and girls are smarter than they were
43% felt that they were not as nice looking as their peers
19% said that their teacher had a negative attitude toward them

The items with the greatest consensus by the CROP students were:

One hundred percent disagreed with the statement that their parents disliked them because they were not good. Ninety-six percent said that their peers liked to play with them and they liked being their gender (boy/girl). Ninety-one percent said they had fun with their mother, and the same percentage disagreed with the statement of their having only a few friends. Eighty-eight percent reported that they know themselves very well and that their parents understand how they feel. Ninety percent reported that their parents loved them. The items come primarily from the social self and home/family scales of the CFSEI. Two of the items belong to the General Self-Scale.

CFSEI and SAM Scale Comparisons

Comparison of CROP 1994 and 1995 Students on the Culture Free

The 1994 and 1995 groups were administered both the School Attitude Measure and the Culture Free Self-Esteem Inventory. The means and standard deviations on the scales of the two instruments are reported in Table 6. There were significant mean differences on three of the scales of the SAM. The students had higher mean scores in 1995 on the Academic Self, Reference Self, and Mastery Scales. The 1995 CROP students had a mean of 49.93 on the Academic Self scale as compared to 44.54 for the 1994 students. The difference was significant at the .019 level. The higher the score the more

positve the student's perception toward self or school. The same pattern was true on the Mastery Scale (48.07 to 43.74, p.03). On the Reference Self Scale, the 1995 group had a mean of 48.07 as compared to 44.45 for the 1994 group. The difference of means on the Academic Self-Esteem Scale apprached significance of the CFSEI. The mean for the scale was 7.71 in 1995 as compared to 6.5 in 1994.

Table 6. Self-Esteem Inventory and the School Attitude Measure

Scale	Mean/SD 1994	Mean/SD 1995	F	p
Culture Free Self-Esteem				
General	15.56 3.57	15.05 3.65	0.37	
Social	7.46 1.99	7.22 1.67	0.33	
Academic	6.51 2.30	7.41 1.90	3.58	.06
Parental	7.25 2.80	7.55 1.95	0.29	
Lie	6.18 2.47	6.50 2.10	0.37	
Total	36.45	37.42	0.24	
School Attitude Measure				
Motivation	46.79 8.48	49.81 7.38	2.76	.10
Academic Self	44.54 10.69	49.93 8.69	5.74	.019
Reference Self	44.45 9.11	48.18 7.03	3.88	.05

Control	52.76 8.54	52.34 8.36	0.04		
Mastery	43.74 9.87	48.07 7.92		4.52	.03

QUESTIONNAIRE RESPONSES

Helpful Aspects

The students were asked "What did you learn from the College Reach Out Program that will be helpful to you next year in school?"

The themes that dominated the students' comments focused on staying in school, increasing self-esteem, and improving mathematics and computer skills. The verbatim comments are included in Appendix A. Some examples of the stay in school theme are as follows:

[1] **One thing that I learned in the program was that you need an education.*
**Don't let no one distract you from getting an education.*
**Something I already know I just had to really understand it that is school is very important if we put our mind to it we can do and be what we want.*

Examples of the self-esteem/self-concept theme follow.
**That I can be what I want to be.*
**I learned ways to solve my problems without using my fists. To talk it out. I learned new math skills that I know we are going to do in school next year.*
**I learned that I need to get motivated and take the right path. I learned that I should make good grades and try and study hard.*

Examples of comments on math and computer skills follow.
**I learned computer skills.*
**Well I learned how to work a computer. So that next year I'll know how to work them when I get into the 8th grade.*
**I all ready know how to do decimals and fractions but I forgot and the College Reach Out Program helped me alot to remember.*

[1] All comments are verbatim and not edited for incorrect spelling or grammar.

Helpful Things Gained Last Year from CROP

Many returning students found the second year much like the first with no real exceptions. Some felt they needed to start paying more attention in school so they could go on to college. See Appendix A for all the students' comments. Some examples follow:

**It's time for us to wake up and pay attention. Because I see it like this: If you wanna be somebody. If you wanna go somewhere You better wake up and pay attention.*
**I learned never to let anyone distract you from your work.*
**That work can be fun if you want it to.*
**I learned "If you can't see with your eyes open, you can't see with your eyes closed." I really learned to work on coputer, make different graphs and charts of all kinds.*

Liked Best About Program at St. Johns/Lake City

Respect from counselors, field trips, and sign language classes ranked highest on the participants list. Some liked the food.

Examples:
**Our sign language classes, computer, and math class. I really, very much, liked the motivational speaker and also the food. And how we were trated which that was with respect.*
**I liked mostly the way which the counselors treated us like we were somebody.*

Liked Least About the Program at St. Johns/Lake City

Participants, for the most part, thoroughly enjoyed the experience. Yet there were a few complaints about the work and other participants talking all the time. Some participants disliked the food.

Examples:
**I liked everything, there is nothing I didn't like.*
**What I liked the least the program was the work we had to do. It was like we were in school and I though we should've had to do work because we had just got out of school.*
**People talking all the time. Because when people talk they don't releize there boring so put a little fun in the program when there talking.*
**The food.*
**I really lie everything I just get away from my brother.*

Liked Best About UNF Program

Students found staying at the dorms, field trips, meeting new people and the dance very exciting. Some reported they were pleased with the respect the teachers/counselors showed to them. Some examples follow:

I enjoyed meeting new people. Having a room to share with your friend. I also like the way all the adults respected the kids. During the school year the teachers always treated you liek you are in jail.
Everything! We were given opportunitiies to tour and go to classes on the school campus. I liked most of the counselors and the dance, food, and respect that was given.
I liked the computer skills and the nice field trips and the great speakers.

Liked Least About UNF Program

Bed time and early morning wake-ups were very unpopular among the participants. Many were also very disappointed that they didn't get to go to the Landing this year. A few also complained about boring speakers. Some examples follow:

I liked everything. I kinda didn't like the traqil (Boardwalk) I would've rather go to the Landing.
We had to go to bed early, couldn't go to the Landing and we couldn't stay longer.
Once again the sparker and the bed time!

Person Most Wanted to be Like

Most participants most wanted to be like a family member. There was a tie in the second highest rating between participants who wanted to be most like themselves and those that wanted to be like their counselors in the Reach Out Program. Some examples follow:

I would not like to be anyone eles but myself because you never know what there life is like on the inside. You only see the person outside.
My mother because she is a idependent woman that never gave up.
Felicia because she is very nice, she treated some of us like a sister for those that don't have a sister (like me). Ms. Felicia just spoiled me. I love her very much. I wish she was my sister. And George was a very funny and nice guy.
My Grandmother. She has a lot of patience and will power.

Three Wishes

Participants were given the opportunity to wish for any three things they wanted. Many varied responses were given. The top three responses were money, education, and having a family.

Examples:
I wish I could have my mother back. I wish we could stay longer than 5 days at the UNF CROP. I wish Felicia was my sister.
Stop violence, peace, everyone to be like Jesus Christ
to be a doctor, to go to college, and become welled known for what I did in life
money, to be 22, to make something out of my life
some money, full scholarship to college, house

What Would You Be

When the participants were given the opportunity to choose anything they wanted to be, the top responses were lawyer, singer/actor, and tied for third were doctor and animal. Examples of comments regarding what participants wanted to be follow.

**I would be a docter because ther are alot of sick people.*
**a famous actress, a model and a lawyer*
**I would be a lawyer!*

Job and Educational Requirements

Participants were asked what type of job they would like after school and what types of educational requirements there were to enter their job preferences. The top responses were lawyer, doctor, and a tie between business and singer/actor. Some examples follow.

**Lawyer - math, language arts, business; secretary - math, language, business*
**pediatrican - go to jr college for training the major university; teacher - go to a schooling camp*
**singer - math; actor - language arts*

Favorite and Least Favorite Subject

Participants were asked what their favorite subject in school was. The top three responses were math, science and English. Students were also asked their least favorite subject. The top responses were math, science, with a tie between geography and English.

Easiest and Hardest Subjects

Participants were asked for their easiest and hardest classes. The top three responses for the easiest classes were math, science, and language arts. The hardest subjects response was math, science and geography.

Math Class Taken This Year, Grade, and Math Class Scheduled for Next Year

Basic math was the most predominant class taken by the participants. Math 2 was second. Third was Pre-Algebra.

Most participants reported a grade of 'B' with 'A' coming in second and 'C' following.

Thirteen participants reported that they would be taking Pre-Algebra next year. Second with 6 responses was Math 3. Basic math was third.

English Class Taken This Year, Grade, and English Class Scheduled for Next Year

Most students reported taking Language Arts this year. They did not specify which year of Language Arts they had taken, however. The second highest response was Language Arts 2. Basic was the third highest response.

Most participants stated that they had made a 'B' in the course with 'C' as the second highest response and 'A' as third.

The most participants were planning on taking Language Arts 3 next year. The second highest response was that the participants were not sure of what they would be taking next year. Third was Language Arts without specification of which year they would be in.

Most Liked and Least Liked Aspects of School

Many participants listed having friends and the social activities associated with school as the most liked aspect. The second highest response was from participants who preferred a specific subject in their day such as pe, science, etc. Third was from students who liked getting an education through school.

The most commonly cited response for the least favorite aspect of school was the work that had to be done both in and out of school. The second highest response was a dislike for certain people associated with school. Third was the hours that are required.

Some examples of the most liked aspects of school follow:
**friends, teachers, field trips*
**parties and activities*
**PE - friends*

Some examples of the least liked aspects of school follow:
**teacher at ar school they are mean*
**getting up so early*

Success in Life

Most participants felt that their lives would be successful if they had an education. The second highest response was that college would make them succeed. Third, they felt that if they could stay determined, success would come their way. Some examples of the comments given are cited below.

**completed my education*
**finsh school and go to collage*
**try to stick to my drems*
**try my hardest to follow my goals*

Next Year in School

Students felt that the next school year would be good if they could make good grades. Second, they felt if they worked harder, the next school year would be better. The third highest response given by participants was studying.

Examples:
**get motivated, study, and make good grades*
**study more*
**work harder*
**do a little better*

Good Teacher

Participants felt that a good teacher should be one who helps them with both school work and their personal problems. The second highest response was that a good teacher is one that listens to them. Third, the participants felt that a good teacher should be able to teach the material and work well with others. Some examples of the comments follow:

**works with kids makes it fun*
**listens to what I have to say*
**cares for you*
**teaches me well*

Expectations of Parents / Guardians

Most of the participant's parents expected them to make good grades. Second, participant's parents wanted to see their children succeed. The third highest response was that parents wished their children would learn more. Some examples follow:

**make good grades*
**get my lesson, don't act up and make good grades*
**work hard*
**be all I can be*
**succeed and be some body*

Happiest When...

Most participants felt happiest when they were making good grades and involved in social activities. The second highest response was a tie between doing something good and doing something outdoors. Their was a five way tie for third with responses that made them happy including times they are not

in school, periods when they are at CROP, when they have good days, times they are in school, and when they have the opportunity to do their best. Some of the comments follow:

**school gets out for the summer*
**am doing outdoor things*
**make high grades*
**do something good*
**see my friends or when my mom is happy or my family*

Reach Out Program

Most participants felt that the Reach Out Program was great, cool, nice, and the best. The second highest response was that the program was fun. Third was that the program was helpful to them. Examples of comments from participants follow:

**is the best thing to be in*
**is a fun and learning program to be in*
**is a wonderful program*
**is a friendly and learning program*

Crop Counselors

The response that was stated the most times was that the counselors were nice. The second highest response was from participants that gave the names of the counselors they had during their stay. Third was a tie between the counselors being fun and helpful. Some responses follow:

**are the nicest counselors I've ever seen honestly*
**was good and nice*
**Fran. He is a very sweet person*
**are very active and fun*
**are cool and are very nice*

Changes for CROP

The most commonly cited response was that participants liked the program as is and wouldn't change anything. There was a tie for second between changing the speeches and speakers and making more trips. The third highest response was that participants would like to stay longer.

Examples:
**that we could stay longer*
**don't talk so long*
**speaker need to more execited (speak)*
**going lots of places not to far but far*

For the complete set of participant's comments, see Appendix A.

CONCLUSIONS

The responses to the items on SAM, CFSEI, and UNF CROP Summer Program Evaluation Questionnaire indicate that most of the 11 to 13 year old students show acceptance of the value of education and the need to do well in school. In general they feel that they do have the support and encouragement of their teachers, parents, and CROP staff and that they can achieve. A large majority of students report that their parents want them to have some type of post secondary or college education. The parents have been very supportive of their children in attending the parent and culminating exercises at the two community college sites. A thematic analysis of their written comments indicate that they realize that they are responsible for their future and have to be in control of their life.

The cognitive attitudes are in agreement with the goals of the CROP program. The group states that they plan to pursue some type of post secondary education. They are working on improving their academic skills. They report that higher education is important to them and will help them have a better life and achieve their goals. The question is whether with this group can continue to turn these cognitive attitudes into behavior. A greater percentage than last year are taking the "gate keeper" courses in pre algebra and algebra and advanced courses in the language arts. Their career goals at this stage of development require some type of post secondary education. Overall they know the different skills and general educational requirements of their career choices. They know the overall goals well but items related to more immediate attitudes and goals are not as strong (i.e. taking tests, doing homework, being challenged by hard school work, being called upon by their teachers etc). Their values focus on family and peers and not always on their education as strongly.

There are about 10 to 20% of the students who are negative about themselves and their future. They report that they are not achieving and have external locus of control. This group presents the most challenge and have the most problems. They need to have continued support in academics and in the development of positive self-concept.

The students were very positive about the program components at the community colleges and UNF. They enjoyed the field trips and indicated that the instructional activities were valuable. They stated that they had too many speakers and too many activities scheduled at times. The CROP staff felt that, in general, the program addressed the goals set by the state and the activities were appropriate to meet these but thought there should be more elective activities, certain changes in how things were scheduled, and greater variety of fun but educational activities included. They found the opportunity to work with the CROP students very rewarding.

Recommendations

The following recommendations are generated from the comments of the different groups involved in the program.

1. The after care of the CROP students needs to be reviewed, i.e. contact with them during the year. Newsletters, sessions during the month after school and in the evenings, as well as Saturdays are all promising ways of continuing to encourage students to achieve their educational and personal goals.

2. The program at both the community colleges and university need to include focus groups to evaluate the activities and procedures at each site. The focus group ought to include staff, the director, advisory board members, counselors, and CROP students (6 to 8 individuals total). The evaluation should be conducted immediately after the program is completed at each site.

3. The staff should review the scheduling of speakers. Some felt that the inspirational speakers should be scheduled in the morning. There was mixed reaction to the speakers. Possible they need some guidance on how to present their message so it is interesting and challenging to these rising 7th and 8th graders.

4. The staff should review the scheduling of activities. The possibility of adding some elective choices might be considered. Possibly the sessions could be shortened to correspond to their span of attention. A wider variety of activities might be considered. Some suggested some sessions on science. Since an increasing number of students were here last year, consideration should be given to having alternate activities and elective choices.

5. There needs to be an orientation of the staff so that they have a clear understanding of their roles in the program prior to their participation and during the program to understand how they might better help the students and staff . Inservice on the developmental characteristics of CROP students might be helpful.

6. The state office of post secondary education ought to provide assistance in tracking these students so the project could include some follow up evaluation of the effectiveness of the components of the program.

APPENDIX A

WHAT DID YOU LEARN FROM THE COLLEGE REACH OUT PROGRAM THAT WILL BE HELPFUL TO YOU NEXT YEAR IN SCHOOL?

Don't let anyone tell you you're not anything and well never be anything. But you can do anything if you put your mind to it.

I learned computer skills

I learned that your education is an important aspect to your life. I also learned that you can achieve any goal if you put your mind to it.

That if I don't get my grades up I won't know things for college.

That an education is important

Respect. How to give it and how to recieve it.

That I can why I what to be.

I learn the great computer skills which will help me out in school next year.

That you can do what you want to do know matter come your way and that if you can see with ya eyes open you can't see with close and that an education is important.

That no matter what peoople say that always try hard and do your best to succed in life!

Something I already know I just had to really understand it that is school is very important if we put our mind to it we can do and be what we want.

Not to let people make your decisions for you, that you make the right choices in school. That it's not to early to start making plans for the future.

Don't let no one distract you from getting an education.

Well I learned how to work a computer. So that next year I'll know how to work them when I get into the 8th grade.

I all ready know how to do decimals and fractions but I forgot and the College Reach Out Program help me alot to remember

I think that I learned a lot of things here. I just hope I can come back next year.

I learned about bettering my education.

Make my own descitions

I learned that I need to get motivated and take the right path. I learned that I should make good grades and try and study hard.

2. IF YOU ARE A RETURNING PARTICIPANT IN CROP, WHAT DID YOU LEARN THAT WAS HELPFUL TO YOU FROM PARTICIPATING IN CROP THIS YEAR?

The experience

How to get along with different people

That an education is nothing to play with.

It's time for us to wake up and pay attention. Because I see it like this: If you wanna be somebody If you wanna go somewhere You better wake up and pay attention.

Well I learned some math that I was having a hard time with.

I learned never to let anyone distract you from your work.

Just about the some thing

Really the same thing

Learn to get alone with other obey the cousler give eye to eye with the person who talking.

Well everything was most of the same, we just didn't go on an field trip.

That you should go to college

That I am defanatly going to college.

What I learned this year is their isn't anything on the nature trail. That there is a time to play and their a time to be serious.

It was fun, I made new friends, and you had a lot of people counting on you.

For you to make it sometimes you have to bite your tongue you can't always speak of your mind.

To stay in school college could help you doring life.

To make a good impression

That work can be fun if you want it to

Alot of good things

Try not to hang around the bad crowds.

To be myself.

I learned "If you can't see with your eyes open, you can't see with your eyes close." I really learned to work on coputer make different graphs and charts of all kinds.

Get your education first

3. WHAT DID YOU LIKE THE BEST ABOUT THE PROGRAM AT LAKE CITY/ST. JOHNS RIVER COMMUNITY COLLEGE?

I mostly like the food. But I also enjoyed the way the teachers and couslers treated us with "respect"

I like the way that everybody are friends and we have class that kind of fun. I like meeting new people to.

I liked mostly the way which the counselors treated us like we were somebody

You get help in etra classes

Our sign language class, computer, and math class. I really, very much, liked the motivational speaker and also the food. And how we were treated which that was with respect

The musuime

The trips

It was a hole lot better than this. I learn alot more

The friends I made

The trips that we went on

Everything we did

Meeting new people

It was fun I like the trips and the counselors

Fild trips and friends

The classroom

The trips

I like the zoo, museum, and the dance. And the math

I can't lie I'd have to say food and games

The kids, the counselors, the activities

When we did the siggn laguage and when the speaker spoke and let us tell our feelings

The computers, and math

I liked all the trips, speakers, zoo, meuseam, and the dance, I forgot the nature trail

The speakers, trips and computers

I liked the field trips and the signing class. (And the food)

The trips and teachers. Everything!

Go on trip

Learning how college is.

The food

I liked the sound language that we had learn and the classes

Well I liked everything we did

The classes and the activitys

The teachers

Going swimming

I liked when we went on field trips out of town and I liked my computer class. I also liked the guest speakers that came to talk to use

Well we did alot of things and I learned alot.

I like the field trips and the speakers

The speakers and being in the class rooms.

We got to do lots of thing

You went on lots of trips

All of it

I liked the food, activitieds, computers, sign language, and the counselors the most.

4. WHAT DID YOU LIKE THE LEAST ABOUT THE PROGRAM AT LAKE CITY/ST. JOHNS RIVER COMMUNITY COLLEGE?

What I liked the least the program was the work we had to do. It was like we were in school and I thought we should've had to do work because we had just got out of school.

Nothing

Staying there for about 5 hours

Nothing

I really like every thing I just get away from my brother.

When we went to the gym

People talking all the time. Because when people talk they don't releize there boring so put a little fun in the program when there talking.

I liked everything, there is nothing I didn't like.

The food

It was always so cold even if you bring a jacket.

The speakers some of them

Nothing well that we couldn't stay longer

Nothing, because everything was good.

Nothing

All the walking, my group wanted to get a carry all cart.

Going to math class.

Nothing! I liked everything!

Nothing

Nothing

No

Drama and walking

The tests that we had to take

Nothing

That the dorms had no tv's

We had to go to bed early

Lectures

Nothing

Nothing

When peoople take their time and waisting yours.

I molsty liked every thing.

That I didn't get to play basket ball.

The work

Nothing it was very good.

The lunch

The speakers

There wasn't anything I liked the least

Nothing

If you look at the point I really dis like anything it was fun

The math class is the most least because I don't like math.

The part of the CROP that was my least favorite was when we worked on the computers. Only because I am a outdoor person.

5. WHAT DID YOU LIKE THE BEST ABOUT THE PROGRAM AT THE UNIVERSITY OF NORTH FLORIDA?

I enjoyed meeting new people. Having a room to share with your friend. I also like the way all the adults respected the kids. During the school year the teachers always treated you liek you are in jail.

I like going on the field trips and meeting new people. I like the game to.

Staying in the dorms and having fun

You get to meet now friends

Everything! We were given opportunities to tour and go to classes on the school campus. I liked most of the counselors and the dance, food, and respect that was given.

Everything

The movie Forest Gump and counselors

The museumes

The lake city firends I made.

The trips

The rooms, and the food and every thing eles

Trips, friends, and the dance

The trips we took

Fild trip game and friends

The dance

Everything. Most of all the dance

The dance

The games and feild trips

The math activities and the sweet counselors

The field trips and the counselours

The computers, and the math.

Meuseam.

I liked everything the dance and all

Everything

The dorms and the trips and computers and plays food

The games we played

The dorms

Going on field trips

I liked the computer skills and the nice field trips and the great speakers

Everything it was just wonderful it made me happy

All the nice people I met and new friends (males)

Well we got to know people and meet new counselors

The zoo

I like the best speakers the best. Next I like the places we went, the fun we had and I just loved the counselours, they spoiled.

I liked walking aroudn and seeing everthing. And the dance

That we got to do more things and meet other people

The dance

Going on trips and just being thier.

The trips

Everything

I like the activities by Ms. Lavon Banks, and going to the Museum of Science and history the most.

6. WHAT DID YOU LIKE LEAST ABOUT YOUR EXPERIENCE AT THE UNIVERISTY OF NORTH FLORIDA?

Nothing

Wakeing up early

Not going to the landing like we did last year

Haveing to say our name to everybody

Mostly the Bed times.

People talking so long

I liked everything, I kinda didn't like the trail (Boadwalk) I would've rather go to the landing

The food

Once again the speaker and the bed time!

I didn't enjoy the food

We couldn't swim we couldn't stay longer

Nothing, cause everything was good.

Nothing

Getting up early and having tso little time to get up

Not going to the landing

Getting up early. I think it should be about 8:00 or 8:30.

Nothing really

We had to go to bed early, couldn't go to the landing and we couldn't stay longer

Nature trail

The bedtime and all the talking

The bedtime

The nature trail

The walking

The walking

Nothing

Going to sleep

People not leeting me sleep

Nothing relly

That we didn't get to sleep much

The work again

The aditudes of the consulers

The speeches

Nothing

There was

The food

Boring guest speakers

The getting up early and loosing my brothers ring were very vbad experiences for me

I really enjoyed the whole program. But the newspapers were th least interesting to me.

I didn't really like the work and Ms. XXX was very mean. I didn't really like her. And I didn't lie when we didn't get to go to the landing.

7. WHO IS THE PERSON YOU WOULD MOST LIKE TO BE LIKE? WHY?

I would not like to be anyone eles but myself because you never know what there life is like on the inside. You only see the person outside.

Pam, because gets along with everyone and is good sport plus eveyone loves Pam.

Myself I am my own person

Felicia, Fran, Terrance because they were very nice. They are in college getting an better mind and education. They was there when somebody needed to laugh and cheer-up.

Mom, because she has alot going for her.

Candi because she was fun

Nobody I'm my own self

Gorge becaus he is a grate guy

Myself and why becuse

My grandmother. She has a lot of patience and will power

My grandpa becasue he was a good man and he was very successful

Nobody like my self I believe I can do anything if I put my mind to it.

My father because he taught me thing

Myself because only I can be myself

Felicia, she seems like a well educated loving and caring person

Myself because I want to be like myself and I want somebody to be like me

My mother because she is a independent woman that never gave up.

Felicia because she is friendly, nice and sweet

My mother because she is a strong black woman

I don't know

Thore. He listens and talks all the time to kids about their problems or if they just need to talk.

Patty Labelle because she smart and funny. I want to sing just her.

Pam she is responsible, smart, nice, funny, and an excellent role model
No oneFelicia casue she was nice and intelligent and smart.

Felicia because she is so sweet she know how you feel she just loveble.

Myself because I want to make my own chooses not some choose that some one else made

Miya Angelou. From what I know she didn't have everything but look what she's become

Deion Sanders becasue I am going to be Pro football player one day

Felicia because she is very nice, she treated some of us like a sister for those that don't have a sister (like me). Ms. Felicia just spoiled me. I love her very much. I wish she was my sister. And George was a very funny and nice guy.

Mrs. Pam because she knows her stuff

Lavon, she's fun, nice, sweet, and have a nice personality.

Pam because she is sweet well I can't say everything about her.

I would like to be like myself, because I think I am a very intellegent and bright person.

Myself I'm original

Hobbes. He is going out with Jenifer

Jesus Christ. Because he's so nice, kinds, and sweet. He's a neat person. He loves evyone. He'll do anything you ask him to. And I just love him.

8. IF YOU HAD THREE WISHES AND COULD WISH FOR ANYTHING YOU WANTED, WHAT WOULD YOU WISH FOR?

Stop violence, peace, everyone to be like Jesus Christ

date Jenifer, date cheerleaders, date tigerettes

no wars, no poverty, is mansion

to go to heaven, going for what I belive to be (a doctor), to be rich

pretty, stop the killing, world peace

education, education, education

stay 2 weeks at the college, go skating with the college, and get me an education!

I wish I could have my mother back. I wish we could stay longer than 5 days at the UNF CROP. I wish Felicia was my sister.

To be an all pro football palyer, to fo to college, to have a good life

to be a doctor, to go to college, and become welled known for what I did in life.

money, to be 22, to make something out of my life

older sister, some that I can all ways talk to

some money, full scholarship to college, house

to be more richer, to go to heaven, more ?

world peace, no hunger, for my mom to win the lottery

money, when I get older I want to have a successful life

to see my real dad at least once, my mom to go on a vacation 3 weeks, me and my family (Granny, Brother, Aunts, Uncles to get along.

An Alexus, and an Altima, lots of money, a chance to go with ?

That we could stay her for a month or 4 weeks, we could have went to the landing, we didn't have to go to bed early

A better home, to go to college, and to live untile I get 101

To be a lawyer, to have money, to come back to UNF next year

to be a millionare, I could go to California

go to heaven, be rich, never stop learning

become famous and rich, travel all around the world, retire with 300,000,000,00 in bank

to have college education, to have a wife and child, to come back to childhood to come to crop

a degree in law school, money, peace

50 million dollars, my own house, and a lexus

new house, land and a good father

successfulness, happiness, education

get to go to college, get married to the right person, have a nice home and truck

finish high school frist, to go to college, I will work then

money, more friends, a education

love, frindships, and the love from God

money, heaven, ??

college, veteranarian assistant, beautiful home

I wish I be successful, smart and with a cash flow when I grow up. I wish I could stay in CROP as long as I wanted to be. I wish there was peace, love and happiness everywhere.

to stay longer, to come twice a year, go to collage right away

to major in law school, to be married and have a good family, and to see my nephew (because hes 5 months old and lives in California)

my brothers ring back, my necklace, and a good education

I would wish for every kid in the world could attend the CROP program at UNF. (at different times) To rid the world of diease, for every person to have 3 great meals a day.

9. IF YOU COULD BE ANYTHING YOU WANTED TO BE, WHAT WOULD YOU BE?

a lawier

I would be a docter because there are alot of sick people.

a lawyer or attorney

at this time a lawyer

singer or actor

veteranarian assistant

a basketball player

pro football player

a bird

fish

day care manger

teacher or lawyer

commercial artist

manion biologest, basket ball player

brid

a tiger

talk show host like Riki lake

pediatrician

my mother

a doctor

a buisness mannager

a famous actress, a model, and a lawyer

dancer

doctor

a singer

a cosmetologist (manger)

singer

I would be a teacher

a angel

a lawyer

I would be a lawyer!

secretary, or nurse, or lawyer, or teacher,or computer tech.

me, myself and I

basket ball player

human

myself

10. WHAT TYPE OF JOBS WOULD YOU LIKE TO HAVE WHEN YOU ARE OUT OF SCHOOL? WHAT TYPE OF EDUCATION OR TRAINING IS REQURIED FOR THIS JOB?

Lawyer - math, language arts, business; secretary - math language, business

irion worker - highs school

engineer - college

doctor - medical training; teacher - communication

secretary - english, spelling; nurse - math, english, spelling

a cook - college; a libraryin - d.n.; lawyer - college

lawyer - math, anguage arts, business, law

docotor - sience; singer - drama; lawyer - law and justice

singing

cosmetologist - math, english

physical therapist - ?

doctor - medical school

dancer - dance academy

lawyer - a degree in law

business mannager - math, language, and how to read; teacher - math, language arts, reading, and everything else

doctor - pre medicine

lawyer - college and law school

news broadcaster - language, reading

pediatrican - go to jr college for training the major university; teacher - go to a schooling camp

producer

doctoring - math medicine

lawyer - english, spelling, and disciplien

marion biologest - sience and math

commercial artist - drawing, english

teacher - college; lawyer - college

manger

farmer

service - high school diploma

pro football - college

basketball player - ?

veteranarion assisant - medical school

singer - math; actor - language arts

lawyer - law school

lawyer/ attorney - law school

medical school - high school, college, med school

? - working out

11. WHAT IS YOUR FAVORITE SUBJECT IN SCHOOL?

pe
math
English
math
math
math-english
geography
English
science
pe
science
math
math
English
pe

math
pe
math
language arts-science
math
business
math
math,spelling
language arts
I don't have one
spelling
spelling
chorus-science
spelling
math
math
math
math
math
social studies
science
history or science
math
science
math
math

12. WAHT IS YOUR LEAST FAVORITE SUBJECT?

science
world geography
reading
science
ss
english
math
science
english
world history
geography and science
science
math
geography

science
history
I don't have one
math
geograph
english
agricultural
language arts
math
I don't know
math
lang arts
math
math
english
english
math
science
math
math
l/a
geography
math
language arts
math

13. WHAT WAS YOUR EASIEST SUBJECT?

lang arts
math
spelling
math
math
science - pe
math
reading
math
science
reading
math
english
sience
computer skills

math
home economics
world geo
world geography
science
wheel
language arts
I think it would be Language arts.
language arts
math
english
computer skills
english
math
science
math
math
science
social studiest
english
math
science
math
math, science

14. WHAT WAS YOUR HARDEST SUBJECT?

lauguage arts
world geography
reading
science
math
math
english
language arts
english
french
science
spelling
social studies
geography
world geography
history

pre algebra
math
geograph
english
agricultural
science
math
math
english
math
lang arts
science
math
english
spelling
history
science
math
science
geography
geography
science
No subject is really that hard.
math

15. WHAT MATH CLASS DID YOU TAKE THIS YEAR? WHAT GRAE DID YOU MAKE IN IT? WHAT MATH CLASS WILL YOU TAKE NEXT YEAR?

pre-algeber, D, pre algebera
pre-algebra, 8th, algebra I honors
not algebra, the 8th, algebra

I took regular math but my math teacher wanted to put me in pre algerbra but It was the middle of the nine weeks. 95, Pre Algerbra

math I, B, I don't know
math 2, B, math 3
1st math, B, 1st math
B
Pre algebra, A, Algebra
basic, D and C, basic
graephics, 100, kaid thing
8/7 honors, average of 97/A, pre-algebra

pre-algebra, A-, Algebra
Pre-algebra, C, don't know
math 2, B, math 3
math 2, B, math 3
math 2, B, math 3
regular math, C, pre algbra
math 2, A, pre algebra
math 2, B, don't know yet
math 8/7, 94/A, pre alabra
regular, C, regular
math 2, C, math 3
pre-algebra, B, pre-algebra
mathmatics, D, mathmatics
average, B, average
basic, B, try pre-algebra
math 2, C, pre algebra
8
reg. math, A's and B's, pre algerbra
honors math, 94/A, pre-algbra or algbra 1
math 1, B, math 2

math 2, A B & C, Math 3 or pre algebra. It depends what I made on my CTBS test.

Honors math, A 97.8, honors pre algbra 1
math 2, A's, pre algebra
basic, 78 or 75, I'm not sure
regular, B, I don't know
basic, A, basic
math 2, A B, pre-algebra

16. WHAT ENGLISH CLASS DID YOU TAKE THIS YEAR? WHAT GRADE DID YOU MAKE IN IT? WHAT ENGLISH CLASS WILL YOU TAKE NEXT YEAR?

laugage arts 2, A B, lauguage arts 3
basic, A, basic
regular, B, regular
language and grammar, B D, N/A
honors, B+/93, honors writing class
language arts 2, A B & C's, language arts 3
1, C, 2
litueture, 88/B, drama
D C A's
language arts 2, D, language arts 3

regular english, C
average, B, average
A
language arts, A, I don't know yet
language arts 2, B's, language arts 3
regular, B, regular
language arts, 92/B, language arts
language art, C, don't know yet
lang arts 2, A & B, lang arts 3
advanced, A+, advanced
2, C, 3
english, A, advanced
2, C, 3
english, B, don't know
A+
7 English, Average of 95/A, 8 english
C
There was only one class, B and C, I don't know
language arts, C, language arts
english, C, english
language arts 2, C, language arts 3
english, C, I don't know
regular, 92, don't know
english, the 8th, drama
language arts, 8th, english honors
lang arts, B, do not know

17. WHAT DO YOU LIKE MOST ABOUT SCHOOL?

Fun stuff

When we go home.

Learning different things abvut every day and the changing class time to.

Seeing my friend

Everything

I get to socialize, learn, and walk around.

The people their in it.

P.E.

Friends

My friends

My teather

Math - PE

Education and friends

Sports and friends

The girls

PE

It is fun

My computer class

Friends, teachers, field trips

The people

Parties and Activities

Spelling / Math

You learn new stuff

PE - friends

Seeing my friends everyday

Learning

Chorus - pe - the activities

Some of the classes

Making poeple fill go

Nothing

The challenging work

PE

The fun work sometimes

My friends

The subjects that we had to do.

Being with your friends.

Dances

Friends, teachers and my grades

18. WHAT DO YOU LIKE LEAST ABOUT SCHOOL?

Fights, teachers yelling at you.

Class

Long hours

When we had to take tests.

The teachers

Sometimes the teachers

English

The teachers and students

Teachers

The teachers

All the work

Work

Home work

Work I don't understand. Teachers with an attitude.

You stay in to long.

Geography

Run to classes, tests

The work

Food

Days we go

A lot of work

Working to much

Work

Teacher at ar school they are mean

The hours

Everything else but I had to do it

My frinds

Lunch food

Work

Speeches

The fights

Nothing

A lot of work

Getting up so early

When people fight over nothing and math class.

When we came to school

Dumb stuff

1. MY LIFE WILL BE SUCCESSFUL IF I

*stay cool
*completed my education
*good to college and get a good education
*go to college
*finsh school and go to collage
*have a made up/determined mind "Don't let nobody stand in my way cuz regardless of what they say or do I am gonna make it."
*go to college and get a degree
*study and pray
*get my education
*try and stick to my drems
*work hard
*be better
*finish high school, go to college, and put an effert forth
*study hard
*get the career I won't
*stay hiting the books
*get what I dream for
*make it successful
*go for what I know
*go to college and be what I want to be
*do my work in school
*go to high school and then go to college
*do my best
*stay in school - make good grades have a positive atitude - help community
*stay in school ang go great
*make the right choices
*try my hardest and follow my goals
*make good grades and improve in behavior problems
*would just let my love fol
*go to college
*finish high school and colleage
*pay attention, keep my eyes open, and never let anyone distract you from what you wanna be
*go and finish school and then go to college
*go to college
*complete an education
*go to school

*good to college

2. NEXT YEAR SCHOOL WILL BE GOOD IF I

*get motivated, study, and make good grades
*pay attention
*study
*study more
*stay on task
*bring my grades up to A's and B's and stop talking back to the teachers
*pass
*work harder
*keep my mind on my work
*make good grades
*don't socialize as much
*study
*do all my work and homework
*keep a good atitude - pay attention in class - make good grades - have fun - work hard
*be good
*be the presedent for the year
*do my work
*do a little better
*bring my grades from honor roll to straight A's
*do I'm always good
*do good
*listen for the teacher
*make good grades
*do all my work
*try hard and be willing
*be better
*do my work
*keep trying
*pay attention
*pay attention
*try hard to do my work
*be ready to learn - have good behavior
*do all my work
*study hard
*study very hard
*do my work and make good grade
*be ready

3. A GOOD TEACHER IS ONE WHO

*help you learn
*takes time out 2 help and listens 2 your problems
*help when you need to be help and is always on your when your bad
*works with kids makes it fun
*listens to what I have to say and help me with problems I have
*helps you when you need help
*loves students in spite of
*helps me work
*listens to what I have to say
*teaches you
*teach me
*gets down on student levels
*help me
*listens to you about your prombel
*cares for you
*help you
*teaches me well
*cares and is trying to help you get where they have already been
*be nice and respect me
*help you
*takes time up with the students and listen to what we have to say
*be nice and let you have free time
*thinks about making a difference in my life instead of his paycheck
*grades you by the work you do an dnot the way you are, and who listens to a student
*help you listen to you
*is strict but cares and wants to be your friend also
*treats you with respect
*I love
*take time out with the teacher
*disciplines
*teach
*helps you out when you need and be there for you
*teaches good
*helps
*helps you
*lets people leave
*helps you, loves to teach, and cares about your grades

4. IN SCHOOL MY PARENTS OR GUARDIANS WANT ME TO

*make good grades
*pay attention
*learn more

*make A's and B's
*do well
*get my lesson, don't act up and make good grades
*learn
*make good and do my best
*work hard
*be all I can be
*make good grades
*make good grades
*graduate from school
*make good grades and go to college
*make good grades - not get in trouble
*do good
*listen close my mouth and learn
*make good grades
*do good
*succeed and be some body
*become successful
*make it to college
*make a's and b's
*succeed
*get done and leave home
*make good grades and succsed
*learn
*do my work
*do the best I can
*make good grads
*pay attention, learn, and be somebody
*do good and stay in school
*get my work done and be attentive and obidient
*well
*succeed
*do my work at all times and get a good education
*do my best
*do not know

5. I AM HAPPIEST WHEN I

*am home
*school gets out for the summer
*find something that not mine that I lost
*have a good day

*make good grades
*go to school and have a good time, learn more, and make good grades
*am at CROP
*am with my friends
*acheive a goal
*try to do good
*am with my girlfrind
*do my best
*am with my friends
*play basketball
*am doing outdoor things
*am out of school
*do thing right
*I know I've done good
*am with friends and family
*do something good
*make high grades
*get good grades
*get A's and B's
*I'm in a good mood - things go my way
*see my friends or when my mom is happy or my family
*get money
*make good grades
*got to school and the CROP
*around my friends
*playing basket ball
*shopping
*pass
*have helped someone out, or made someone's day
*sleeping / with friends
*make A's
*am in elective
*am dancing
*good to school, around my family, and makes good grades, and go to church

6. THE COLLEGE REACH OUT PROGRAM

*It is a great program to encourage kids to go to college
*is the best
*is cool
*is very nice
*is fun
*is very fun and very educating

*is fun some thing
*has been very helpful to me this year and last
*is very nice
*is the best thing that happen to me
*is the best thing to be in
*is fun
*help me alot
*is a great program
*has really encouraged me to go from my dreaams, and be all that I can be
*helped me
*helped me a hole lot
*is a great place to be
*is a fun program to be in
*is a fun and learning program that helps me
*food, games, George, dance, and nights
*is fun when you meet someone
*is fun
*mean alot to me
*is fun and exciting
*is very fun and confedant
*was not to good
*is a friendly and learning program
*is alright
*is great
*is helping me understand to get an education, and be determined
*helped me alot
*is a wonderful program
*is a very good program
*is a wonderful program
*is cool

7. MY CROP COUNSELORS

*love me
*are very respectful
*are the most important people to me now
*are sweet and wonderful people. I love them.
*help me alot
*are the best. They help me, cheer me up when I am down and help me solve problems.
*Jenninfer, Thor
*are nice
*are the best
*were very nice

*Thor
*Felish
*are cool and are very nice
*are nice and good friend
*Mr. Jones, Mr. Shaw, Mrs. Sworth
*are nice
*is Mrs. Hines
*were all fun
*are nice and sweet
*Mrs Hines, Mother Clark and Felicia
*are very active and fun
*Pam, Feliica, Miss Jennifer, Fred, Terreance, Bolten, Lavon, Miss T, Richard, Thor
*Fran. He is a very sweet person
*Mrs Hines - Alicia
*are the nicest counselors I've ever seen honestly
*help me alot
*are very nice
*was good and nice
*is so sweet
*are very nice I'll miss all of them
*is fun to be around
*are very kind and they are are their for you
*are nice and I love them
*are nice
*are nice
*are even better
*where very nice, sweet, and caring

8. IF ONE THING COULD BE CHANGED ABOUT CROP, IT WOULD BE

*all the work we have we have to do
*nothing
*short days
*nothing
*don't talk so long
*nothing except if we could go to the landing at UNF
*the speakers
*nothing
*happy
*nothing
*the walking
*speaker need to more execited (speak)
*that it last longer about or 1 month

*the way the food tastes
*nothing
*the trips
*the speakers and how long we stay
*to stay longer
*have more trips
*that we could stay longer
*to go to sleep at 12:00
*to take more trips
*stay longer at UNF
*the food I am a vegatarion
*more sports activity time
*swimming
*the trips
*more than one thing
*nothing
*speeches
*the speakers
*we get to stay more than 2 weeks at our college (SJRCC) and stay longer at (UNF) Osprey's Home. Jacksonville
*nothing cause I like it.
*not having counselours
*going to lots of places not to far but far
*to have more trips and dances
*the work

APPENDIX B

WHAT ASPECTS OF THE CROP PROGRAM APPEAR TO BE SUCCESSFUL?

The housing arrangements and the discipline.

Giving the students the opportunity to see the college life and maybe change their minds about any negativity they had about school or college.

Educational fieldtrips
Ethics Game

Classroom participations, UNF summer visit, motivational speakers.

The trips to museum went well and was enjoyed. Fun, games and activities go well (Ethics Game).

I feel the children really enjoyed the activities in the afternoon with Lavon Banks. She was able to bring out several communication factors in a fun way.

All activities appeared to be successful. The Wednesday night activity was very productive.

The students participate in all of the activities and the counselors are ready to help.

Activities and field trips.

The kids attitude about education.

2. WHAT ASPECTS OF THE CROP PROGRAM SHOULD BE REVISED FOR NEXT YEAR?

The activities, the guest speakers, the job descriptions of the staff.

Organization!!! Having something for the kids to do every minute and alternative routes if things are not going to work out.

More time for relaxation (i.e. sleep for kids)

Provisions made regarding parental chaperoning/with family

I feel the children need more free time. Activities should end around 8:00. An aerobics class in the morning at 7:30 or 8:00 might be successful. They need a little more rest.

On the filed trips give the children more time to browse (Museum of Science and History).

The mock trial could be revised to provide more information to the students before the trial and get more of them involved in the process of the justice system.

The students should be able to participate in more fun activities and should be allowed a break in between activities.

More recreational activities for students.

The order should be more.

3. WHAT ASPECTS SHOULD BE ELIMINATED?

Guest speakers in the afternoon, change them to the morning and please'don't buy so many newspapers.

Visitation to the zoo and guest motivational speakers at night.

Motivational speakers at night - Motivational speakers are wonderful but time should be in a.m.

None

Too much math class. 2 hours is too long to have one sitting. Another subject might be incorporated.

I feel that there were too many motivational speakers. The students got really restless during these times. I also feel that there are too many activities going on the first day. The children got very tired by 8:00 that night.

None.

The kids shouldn't have to participate all day. By the end of the day the students are worn out.

Nothing.

The negative attitudes should be eliminated.

4. WHAT ASPECTS SHOULD BE ADDED?

Playtime in the arena or out on the green, more field trips.

Find more activities on campus. Bring someone out to talk to them and answer questions about personal career interests and training of counselors and RA volunteers.

Have science activities added in the 2 hour block for math.

Uprising ninth graders of CROP.

Breaks
Maybe seminars and classes kids should choose from to go to during class time.

More recreational time. I think we failed to realize that out students have just finished school and are out for a break. They are here to have fun and I had plenty of complaints from many of the students about the amount of work and the few activities planned.

Students probably should be given more activity time. We should tape some of the sessions. Tours of any military facility would be valuable. Name tags should be provided for everyone and worn daily.

Science classes should be added

More recreational activities for students.

I think there should be more fun and interesting activities, but that are still fun.

We might want to consider framing the certificates prior to the award program. We might want to consider bringing one family from each school next summer.

5. DO YOU HAVE ANY POSITIVE EXPERIENCES TO SHARE THAT HAPPENED DURING THE PROJECT?

The way Ms. Banks really livened things up at the same night and really made the week fun.

I had the chance to work with kids and to understand what I missed out on in my younger ages. I had the opportunity to give back to people whose footsteps I once was in.

I saw out kids really open up and talk!

Interaction between the LCCC/SJRCC CROP participants; assertiveness of at-risk students.

Individual kids in different situations showed or expressed their positive feelings toward the program and worked hard with extra effort.

I must truly say that I have met many wonderful people during my stay. I really enjoyed the opportunity to work with such wonderful individuals.

The children were simply outstanding/.

I got along very well with all of the students. The students were very obedient with me.

Yes.

Yes, I got to become good friends with the girls from Palatka.

6. DO YOU HAVE ANY UNEXPECTED RESULTS TO SHARE THAT HAVE OCCURRED DURING THE PROJECT?

The UNF counselors basically had to take control of everything which we had no prior notification. Too much time was wasted to where we had to come up with something to do and other counselors did not help facilitate the activities. The other counselors looked at use like we knew what to do and we did not!! It was unstructured to the point where it was frustrating. The agreement was for us to be RAs and we had to do more than what we originally agreed upon. I have been involved with a Reach Out Program for 4 summers and I had prior experience in planning and implementing activities but my skills were limited and I wasn't about to utilize my skills which greatly disappointed me. I think planning needs to start earlier than it did and the counselors need to have an orientation at least a week ahead of time. and they need to be given a CLEAR job description. Please selected counselors who are motivated and will go out of their way to make things a success. Please take in to consideration the ideas given and the suggestions that are given because they can be very beneficial. It seems as though the right people were not listening to constructive criticism. I understand this was XXXX first year and XXXX had a very well planned itinerary; however, things or groups weren't coming through like they originally agreed. XXXX had lots of enthusiasm but I strongly feel like XXXX should have had a backup plan. I am more that willing to help in anyway possible if you deem it necessary.

Unorganization of certain things made times sort of difficult.

No.

N/A

The children are more attached to counselors than I expected. They really need our love and care as well as someone to listen and be their friend

I honestly thought out children would have had more fun than what they had.

I though that kids this age were brats. They were very kind and loving.

No.

Yes, things coming up missing.